

OSSE Secondary Transition File Review

LEA Name _____		School Name _____		Teacher Name _____	
Student Name _____		Student ID _____		Date of Birth _____	
Record Review Completed by _____		Date of Record Review _____			

Item # Regulation / Authority	Item Text	Response Criteria	Y	N	N A	Corrective Actions: Student Level and LEA Level
STR -1 §300.320(b)	There is an appropriate measurable postsecondary goal that addresses education OR training after high school.	<p>Yes = The IEP contains at least one appropriate postsecondary goal in the area of education or training that is:</p> <ul style="list-style-type: none"> Measurable Aligns with PLOP AND Aligns with assessment results <p>No = The IEP does not contain a postsecondary goal in the area of education or training or the goal is not measureable or the goal does not align with present levels of performance and assessment results.</p>				<p>Student Level: Convene IEP team to develop appropriate goal.</p> <p>LEA Level: LEA must:</p> <ul style="list-style-type: none"> - develop appropriate secondary transition policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members and - within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals. <p>Provide documentation of the above to OSSE.</p>
STR – 2 §300.320(b)	There is an appropriate measurable postsecondary goal that addresses employment after high school.	<p>Yes = The IEP contains at least one appropriate postsecondary goal in the area of employment that is:</p> <ul style="list-style-type: none"> Measurable Aligns with PLOP AND Aligns with assessment results 				<p>Student Level: Convene IEP team to develop appropriate goal.</p> <p>LEA Level: LEA must:</p> <ul style="list-style-type: none"> - develop appropriate secondary transition policy, draft policy, and/or

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		<p>No = The IEP does not contain a postsecondary goal in the area of employment or the goal is not measureable or the goal does not align with present levels of performance and assessment results.</p>			<p>procedure(s),</p> <ul style="list-style-type: none"> - provide documentation of transmittal of policy to all staff members and - within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals. <p>Provide documentation of the above to OSSE.</p>
<p>STR - 3</p> <p>§300.320(b)</p>	<p>If needed, there is an appropriate measurable postsecondary goal that addresses independent living.</p>	<p>Yes = The IEP contains at least one appropriate postsecondary goal in the area of independent living that is:</p> <ul style="list-style-type: none"> • Measurable • Aligns with PLOP AND • Aligns with assessment results <p>No= The IEP does not contain a postsecondary goal in the area of independent living or the goal is not measureable or the goal does not align with present levels of performance and assessment results.</p> <p>NA= An independent living goal is not appropriate for the student.</p>			<p>Student Level: Convene IEP team to develop appropriate goal.</p> <p>LEA Level: LEA must:</p> <ul style="list-style-type: none"> - develop appropriate secondary transition policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members and - within 60 days (of report) document that all IEPs developed within last 60 days contain appropriate transition goals. <p>Provide documentation of the above to OSSE.</p>
<p>STR - 4</p> <p>§300.320(b)</p>	<p>Postsecondary goal(s) are updated annually.</p>	<p>Yes= The file contains evidence that postsecondary goals were updated within the past year. (Or, this is the first IEP for the student which contains transition goals.)</p> <p>No= There is no evidence that the postsecondary goals have been updated within the past year.</p>			<p>Student Level: Convene IEP team to develop appropriate goal.</p> <p>LEA Level: LEA must:</p> <ul style="list-style-type: none"> - develop appropriate secondary transition policy, draft policy, and/or procedure(s), - provide documentation of transmittal of policy to all staff members and - within 60 days (of report) document that

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					all IEPs developed within last 60 days contain appropriate transition goals. Provide documentation of the above to OSSE.
STR - 5 §300.320(b)	Postsecondary goal(s) are based on age appropriate transition assessments.	<p>Yes = The file contains documentation that age appropriate transition assessment(s) were used (date administered and results listed) to develop student's postsecondary goals.</p> <p>No = The file does NOT contain documentation that age appropriate transition assessment(s) were used to develop student's postsecondary goals.</p>			<p>Student Level: Conduct age appropriate transition assessment(s) and convene IEP meeting to review results.</p> <p>LEA Level: Provide training for IEP members related to transition assessments.</p> <p>Provide documentation of the above to OSSE.</p>
STR - 6 §300.320	There are transition services in the IEP that will assist the student to meet postsecondary goal(s).	<p>Yes = Transition services are present in the IEP.</p> <p>No = Transition services are NOT present in the IEP.</p>			<p>Student Level: Convene IEP meeting to identify transition services.</p> <p>LEA Level: Provide training for IEP members concerning transition services.</p> <p>Provide documentation of the above to OSSE.</p>
STR - 7 §300.320(b)(2)	Transition services include courses of study that will enable the student to meet postsecondary goal(s).	<p>Yes = Courses of study are included in the transition services.</p> <p>No = Courses of study are NOT included in the transition services.</p>			<p>Student Level: Convene IEP meeting to identify transition services, including courses of study.</p> <p>LEA Level: Provide training for IEP members concerning transition services, including courses of study.</p> <p>Provide documentation of the review to OSSE.</p>
STR - 8	There is evidence that	Yes = File contains the student's invitation to			Student Level:

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§300.321 (b)	the student was invited to the IEP meeting.	<p>the IEP meeting.</p> <p>No = File does NOT contain the student's invitation to the IEP meeting.</p>			<p>In student's next annual IEP, invite and document the invitation of, the student to the IEP meeting.</p> <p>LEA Level: Provide training concerning invited/required transition IEP participants.</p> <p>Provide documentation of the above to OSSE.</p>
<p>STR - 9</p> <p>§300.321(b)</p>	If appropriate, there is evidence that a representative of any participating agency was invited to the IEP team meeting WITH the prior consent of the parent or student who has reached the age of majority.	<p>Yes = File contains evidence that a representative from a participating agency was invited to the IEP meeting AND parent/student consent for inviting participating agency was obtained.</p> <p>No = One or both of the following documentation was NOT found: - IEP invitation to representative from participating agency, - parent/student consent to invite representative from participating agency.</p> <p>NA = No participating agency appropriate. (If no transition services listed and are likely to be provided/paid for by an outside agency, then NA.)</p>			<p>Student Level: If appropriate in student's next annual IEP, there is evidence that a representative of any participating agency was invited to the IEP meeting with prior consent of parent or student (who has reached the age of majority).</p> <p>LEA Level: Review next 10 transition IEPs (or if less than 10, review all) for evidence of invitation to, and parent/student consent of invitation to, representative of participating agency. (Documentation to be included in justification section on LRE page of IEP.)</p> <p>Provide documentation of the above to OSSE.</p>